

School Placement Regulations
for the Degrees in Preschool Education and Primary School Education
of the University of Valencia

Approved by the Academic Committee on Qualifications (CAT) of the Faculty of Teacher Training on 19 July 2016 and by the Board of the centre on 20 July 2016 (modified by the CAT of the Faculty of Teacher Training on 22 June 2021 and by the Board of the centre on 28 June 2021)

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Introduction

The School Placement Committee of the Faculty of Teacher Training has drawn up this document, which has been approved by the Academic Committee on Qualifications (CAT) (on 19 July 2016) and by the Board of the Centre (on 20 July 2016), with the intention of adapting all the existing regulations¹ and of attaching all those approved and published and that are valid until the 2015-2016 academic year, in one single document.

This document, which is common to the three *School Placements in primary school education* subject and *School Placements in preschool education*, is complemented by others, such as²:

- Teaching guide for each subject.
- Guidelines for the Placements for each of the three subjects.
- Assessment documents for School Placement students, for the school mentor as well as for the teacher training tutor.
- The official School Placements schedule for each school year for each of the subjects.

Orders ECI/3857/2007 and ECI/3854/2007, of 27 December, which establish the requirements for verification of official university qualifications that enable the holder to work as a Primary Education teacher, state in section 5 that:

The Practicum will be done at primary schools that are recognised as placement training centres through agreements between the Education Authorities and the Universities.

Furthermore, they also specify that:

It will be done in-person and monitored by the university teachers and primary education teachers who are accredited as placement tutors. The Practicum will be done in the three cycles of primary education teaching. (ECI/3857/2007).

It will be done in-person and monitored by the university teachers and primary education teachers who are accredited as placement tutors. The Practicum may be done in one or in the two cycles of preschool education teaching. (ECI/3854/2007)

Although the University of Valencia has *External School Placement Regulations of the University of Valencia* (Approved by the Governing Council on 26 June 2012. ACGUV 131/2012), in Additional Provision One it states:

The provisions of these regulations do not apply, in general, to the curriculum placements of the degrees in the area of Health Sciences, Preschool Education and Primary School Education, and all other Master's qualifications that are regulated by specific procedures and agreements.

Likewise, Additional Provision Two of this document must also be mentioned because it is applicable:

Everything that is not provided herein must be adjusted to the provisions of Royal Decree 1707/2011 which regulates the external school placements of university students.

¹ ECI/3857/2007 and ECI/3854/2007, of 27 December, which establish the requirements for verification of official university qualifications that enable one to work as a Primary Education teacher; Verify the qualifications of Graduate in Preschool Education and Primary Education Teacher from the University of Valencia (file number 1738/2009 and 1746/2009, modified on 19/04/2012); Royal Decree 1707/2011 which regulates the external school placements of the university students; External School Placement Regulations of the University of Valencia (Approved by the Governing Council on 26 June 2012. ACGUV 131/2012).

² All these documents can be found on the Faculty of Teacher Training website (<http://www.uv.es/uvweb/magisterio/ca/estudis-grau/graus/practicum-tfg-magisteri/terminis-1285870871083.html>).

Article 7 of this legislative document specifies that: To carry out external school placements, the universities or, if appropriate, the placement management bodies connected to them, will sign Educational Cooperation Agreements with the collaborating entities envisaged in article 2.2 of this Royal Decree.

The names *Primary Education Practicum* and *Preschool Education Practicum* identify individual modules that add up to a total of 51 ECTS³ credits in each of the Education Teaching Degree qualifications. In both cases, the *Practicum* module has four subjects, three corresponding to *School Placements* and one *Final Degree Project*, so that the distribution by credits and years is as follows:

SUBJECT	YEAR	PERIOD	PRIMARY	PRESCHOOL
<i>School Placements I</i>	1 st	2 weeks 2 nd term	6 cr.	7.5 cr.
<i>School Placements II</i>	3 rd	2 months 1 st term	16.5 cr.	16.5 cr.
<i>School Placements III</i>	4 th	4 months 2 nd term	22.5 cr.	21 cr.
<i>Final Degree Project</i>	4 th	2 nd term	6 cr.	6 cr.

The integrated design of the four stages that identify the *Practicum* module in the Faculty of Teacher Training of the University of Valencia is based on the consideration of the initial training of our students as the starting point and basis of a continued professional development process that will require specialised skills and knowledge, among which stand out the ability of observation, reflection and judgement from the complexity and immediacy of the situations in which the profession of teaching takes place, particularly regarding classroom situations. For this reason, the strategic value of the different stages of the *Practicum* module in the Degrees in Preschool Education and Primary School Education are particularly important, from the objective of progressively providing a greater ability to understand the contexts, the situations and people that form part of the school; greater independence and professional skill with regard to planning, assessment and implementation of teaching processes that result in significant learning for students, and also to identifying, respecting and dealing with the individual needs and how to work in coordination with other professionals from a school project.

³ The European Credit Transfer System (ECTS) credits are European units of students' dedication equivalent to 25 hours per week, which include in-person classes, work and study hours, exams, meetings, etc. In the case of placements, most are dedicated to the time in schools.

Skills associated with the *School Placement* subjects

The skills of the Degrees in Preschool Education and Primary School Education correspond to those set out in *Orders ECI/3857/2007* and *ECI/3854/2007* and are organised and included in the different Teaching Guides of each of the subjects.

- Acquire practical knowledge of the classroom and its management.
- Know and apply the interaction and communication processes in the classroom and master the necessary social skills and abilities to promote an atmosphere in the classroom that facilitates learning and coexistence.
- Control and monitor the education process and, in particular, that of teaching-learning through proficiency in the necessary strategies and techniques.
- Relate theory and practice with the reality of the classroom and the centre.
- Participate in the teaching activity and learn how to do it, acting and reflecting from practice.
- Participate in the improvement proposals in the different areas of action that a centre may establish.
- Regulate the interaction and communication processes in groups of students from 0-3 years old and from 3-6 years old in Preschool Education, and from 6-12 years old in Primary Education.
- Know ways of collaborating with the different sectors of the education community and the social environment.

The skills that future teachers must achieve can be grouped and summarised as follows:

- Observation,
- Reflection,
- Intervention,
- Research, and
- Communication.

Therefore, the meaning and purpose of these school placement periods in schools is the following:

- Favour the training of reflective and critical thought, and also of professional ethics regarding the action and profession of teaching. This means using the placement periods to make it possible to reflect on the interaction between theory and practice, academic knowledge and experiential knowledge.
- Introduce the future teachers to a process of inquiry and discovery through shared observation, analysis and reflection based on the school placements that, if appropriate, may arise from the application of principles, techniques and procedures of a didactic nature duly adjusted to the specific context of teaching and learning.
- Stimulate training, participation, reasoned debate, constructive criticism and professional creativity, as well as promote attitudes of cooperation, collaboration and teamwork. School placements and, in general, the *Practicum* comprise a project that aims to promote coordinated work between teachers from different departments and areas of knowledge, for the purpose of organising and converting the practical experience of primary education teaching students into a learning experience and of personal and professional development.

Distribution of skills throughout the Practicum

Although during each of the school placement periods they must delve further into the previous five main skills, the tasks must be limited in accordance with the guidelines we propose below:

School Placements I

Observation of the characteristics of a school as a whole and reflection on their professional future are the main objectives for the students that do this subject. They are first year students; they have just entered University and begun their studies to become future teachers. Above all, they must ask the following questions:

- Do I really want to be a teacher?
- Is this the education stage I want to dedicate my life to?
- What do I need during my studies to be suitably trained?

From the Faculty of Teacher Training, we ask that first year students who are studying this subject pass through both stages so they can be sure they are doing the best qualification for them. Furthermore, in this way they can reflect on the relationships that exist between the teachers of Preschool and Primary, and on the similarities and differences of the two education stages.

School Placements II

Students enrolled on this subject have already done two years and almost half studying different subjects that have to give them information on what and how to teach. However, they have still not gone into depth in the subjects that will give them knowledge, and doubts, about specific teaching methods.

The main objective of these practices is to observe in more detail the education stage they have chosen to be able to reflect on its characteristics, on the tasks and sensations of its protagonists and on the most common classroom methodologies. It is the time to begin considering, bearing in mind the theory, what the main problems are in practice; they must ask questions about how to improve and make progress in their own learning.

School Placements III

If everything goes as it should, one month after finishing these school placements, students will have finished their primary education teacher training studies. These placements, therefore, must be used to do interventions, to put into practice everything they have learnt and to adjust the contents and skills they have acquired to reality.

The main objective is to observe and reflect on the teaching process of the school tutor and on how the boys and girls achieve the effective learning they have to do to plan, draw up, put into practice and assess the materials as well as methodologies and attitudes.

In the case of specialisations that correspond to the teaching specialities of the Teachers Corps that work in the Preschool Education and Primary School Educations stages (*Royal Decree 1594/2001, of 4 November*) it is necessary for them to dedicate half the period, approximately, to the classroom with a general tutor and the other half with the chosen speciality⁴.

The joint work of the skills

⁴ Only students who have chosen a special centre (Rural school, SEN, etc.) can do the placement with the specialist exclusively.

Although we propose working the first three main skills (observe, reflect and intervene) in a sequenced manner, this does not mean that first year students, who basically have to observe the school reality from the perspective of a future teacher, cannot intervene in the classroom or carry out small research projects. That fourth year students have to carry out the teaching functions in a classroom of one of the stages, does not mean they do not observe everything that is happening throughout the school. We consider that one can observe while dealing with the boys and girls, and when one intervenes one cannot stop observing.

Reflection of the observations as well as the interventions -however short they may be- is essential and must lead to raising questions and queries, in placement meetings as well as in any other subject of their degree studies.

Progress is only made with communication among all the education actors: with peers, with mentors from the placement school, with the rest of the members of the education community, with university tutors, etc. This is the skill that closes and unites the previous four and, in short, the one that helps us make progress.

School placement periods and timetables

School placement periods

The periods are approved by the CAT, at the proposal of the School Placements Committee, and are published on the Faculty of Teacher Training website at the beginning of each academic year. The schools are aware of these periods before requesting placement students.

- *School Placements I*: two weeks in the second term.
- *School Placements II*: during the second half of the first term.

When a student who has to do *School Placements II* has enrolled in the rest of the fourth year subjects, they may do the placement during the second term. In this case, they must present an application⁵ to the Placement Unit of the Faculty within the established deadline and, if granted, a document with the notification of the agreed dates⁶.

- *School Placements III* and *Final Degree Project*: throughout the second term.

If a student only has to do these two subjects to finish the Degree and meets the rest of the requirements to complete the qualification, they may request the term for the placement be changed through an application that must be presented to the Placement Unit of the Faculty within the established deadline.

Timetable during the school placement

The timetable for the placements is the same as that of the school (from 9 a.m. to 5 p.m., normally). Attendance at the placement is obligatory for all the hours of the period, which comprise⁷: *School Placements I*: 10 days = 60 hours; *School Placements II*: 37 days = 222 hours; *School Placements III*: 56 days = 336 hours.

⁵ <http://www.uv.es/uvweb/magisterio/ca/estudis-grau/graus/practicum-tfg-magisteri/terminis-1285870871083.html>

⁶ <http://www.uv.es/uvweb/magisterio/ca/estudis-grau/graus/practicum-tfg-magisteri/terminis-1285870871083.html>

⁷ Article 5 of *Royal Decree 1707/2011, of 18 November, which regulates the external academic placement of university students* states:

1. The duration of the placement will be as follows:

a) The external curriculum placements will have the duration established in the corresponding syllabus under the terms established in article 12.6 of Royal Decree 1393/2007, of 29 October.

2. The timetable for the placements will be established in accordance with their characteristics and the availability of the collaborating entity. The timetables, in any case, will be compatible with the academic, training and representation and participation activity carried out by the student at the university.

Any student who cannot attend during the established timetable must request a modification of the timetable in accordance with that specified in the following point.

A maximum number of days of justified absence will be permitted -meetings with the Faculty tutor, which are obligatory for the student, do not count- for which it will be necessary to recover all the time (1 day in School Placement I, 2 days in School Placement II and 3 days in School Placement III). It is obligatory to recover⁸ this time to be assessed by the tutor in the school and by the Faculty tutor.

Before each placement period, the University tutor will convene their students to a preliminary meeting to inform them of the requirements, documents, meetings, etc., relating to the stay at the placement schools. A timetable of meetings, attendance at which is also obligatory, will be established at this preliminary meeting.

Obligatory attendance of the *school placement*

The type of teaching of the Teaching Degrees, both for Preschool Education and Primary School Education, is in-person, as stated in the document *Verify the qualifications of Graduate in Preschool and Primary School Education Teacher from the University of Valencia* (file number 1738/2009 and 1746/2009, modified on 19/04/2012):

The studies of this qualification have a practical nature of great importance due to their objective of professional training; given the demands for continued presence of the Practicum module, the possibility of offering special organisation for those students who wish to do these studies on a part-time basis is not contemplated. (page 1)

As well as these described profiles, it is also worth highlighting that the nature of these studies already mentioned in section 1 requires full-time, in-person dedication from those who access them, as this degree proposal does not include, particularly given the nature of the Practicum module, any specific organisation to do the studies on a part-time basis. (page 18)

Even so, and always in accordance with the criteria approved by the CAT⁹, the following may be requested: exception from part, but never all, of the different *Placement* subjects; recognition of credits of some of the *Placement* subjects, modification of the official Placement period or a change to the term of *School Placements II* or *School Placements III*.

Procedure for the allocation of the school placement centres

The University of Valencia has an agreement for the realisation of training placements for primary education teaching students with the Ministry for Education for public Preschool and Primary Education schools, with FEVECTA (Valencian Federation of Cooperative Companies of Associated Work) and also with the Musical Union of Llíria. In both cases, only for schools in the province of Valencia.

In April and May, the Ministry and FEVECTA send a memo to their centres with a form to request Placement students and the Musical Union of Llíria receives this document directly from the Faculty.

Throughout June, the Faculty of Teacher Training receives the offer of mentors for the Placements, from the Ministry for Education as well as from FEVECTA and the management of the Musical Union of Llíria, and in July, the offers sent are reviewed and those Centres that do not meet the requested requirements are eliminated, basically those centres that only offer mentors for one of the specialities. Next the offer is adjusted to the needs of each course. It must be remembered that the places for *School Placements I* students correspond to those of the schools that have been chosen by third and fourth year students.

⁸ More information is available in annex 1.

⁹ Annex 1.

At the end of each academic year, the schedule for all the processes and deadlines of each administrative act is published on the Primary Education teacher training website, in the space allocated to all the documents relating to the *Practicum*.

In October, November and December the students of *School Placements II, III and I* are assigned, respectively. Approximately ten days before the allocation, the list of schools offered are entered in the Virtual Classroom¹⁰. On the day indicated on the *Practicum* calendar students may access their allocation appointment through the Virtual Secretariat. This procedure corresponds to the University of Valencia IT Service (SIUV) and follows the same order as the course enrolment, in the case of the 1st year, and in decreasing order (from high to low) of the average marks of the academic records for third and fourth year students.

From the Faculty of Teacher Training, we recommend the students choose different schools to do their placements in the different periods, because this will enable them to see and experience diverse school situations and will be most beneficial to their learning.

The allocation of the school is done from the Student Portal and it is recommended that it be done from the Faculty of Teacher Training classroom that is assigned to this process to avoid problems.

When choosing the school, bear in mind the restrictions that appear in article 10 of chapter 4 of the *External training placement regulations of the University of Valencia*:

d. Not have any contractual relationship with the public or private institution or company in which the placement is done, unless expressly authorised by the Centre School Placements Committee.

e. Not be related to members of management bodies from the company or institution or to tutors up to the third degree of consanguinity, unless expressly authorised by the Centre School Placements Committee.

Once the allocation process of the students to the centres is complete, there are two days to request possible changes, as long as they are sufficiently justified.

Since the number of places offered is much higher than the number of students enrolled on the different Placements, some schools will not receive as many students as they have requested. On other occasions, unfortunately, some schools are not chosen by any students and, therefore, they will not have placement students during that academic year.

Once all the students have chosen the school where they will do their Placements, they proceed with the allocation of the University tutor, who is sent the list of students and schools they must look after. The corresponding Virtual Classrooms are also opened.

Before the students' arrival, the schools are sent the University tutors and students' information and the tutors contact the schools to introduce themselves and check the information has arrived.

The tutors also hold a meeting, prior to arriving at the placement schools, where they inform the students of the organisation of the subject, the related documents and the established meetings.

¹⁰ Beforehand it is possible to have consulted the tutorial found on FAQ (frequent questions, number 4) which explains how to find out the location and characteristics of the placement preschool and primary schools:
http://www.uv.es/magisterprtcn/PRACTICUM/WEB_PRACTICUM_I_TFG_2015-16/Manuals/Guia_de_centres.pdf

The rights and obligations of participants

Students

Requirements

- Be a student of the Faculty of Teacher Training of the University of Valencia of the corresponding Degree or be studying within the framework of academic mobility programmes or agreements established with other universities.
- In the case of external curriculum placements, be enrolled on the corresponding subject, as per the relevant syllabus.
- To enrol on the different subjects the following requirements¹¹ must be met:
 - *School Placements I*: there are no access requirements.
 - *School Placements II*: as a preliminary requirement it is necessary to have passed a total of **100** credits that include the subject *School Placements I*.
 - *School Placements III*: have passed the subject *School Placements II*.
- The Primary Education Teaching students who wish to obtain a mention on the Qualification of a speciality recognised in *Royal Decree 1594/2011, of 4 November, which establishes the teaching specialities of the Teachers Corps who work in the Preschool Education and Primary Education stages regulated in Organic Law 2/2006, of 3 May, on Education*, they must do half of the 4th year placement with a specialist and the other half with a general teacher¹².
- Meet the necessary conditions for the correct development of the activities and the skills associated with the placements.
- Not have any contractual relationship with the public or private institution or company in which the placement is done, unless expressly authorised by the Centre School Placements Committee.
- Not be related to members of management bodies from the company or institution or to tutors up to the third degree of consanguinity, unless expressly authorised by the Centre School Placements Committee.
- Present to the University and the assigned placement school a negative sex offences certificate issued by the *Central Sex Offenders Registry*¹³.
- The Centre School Placements Committee may establish other additional requirements.

Rights

¹¹ The enrolment restrictions are approved in the documents *Verify the qualifications of Graduate in Preschool Education and Primary Education Teacher from the University of Valencia* (file number 1738/2009 and 1746/2009, modified on 19/04/2012).

¹² As is stated on the technical data sheets of all the mentions when it says:

To the 30 credits of the subject of the mention, one must add 6 credits to the Practicum module that correspond to the specialist training received.

Or, as stated on pages 31-32 of the documents *Verify the qualifications of Graduate in Preschool Education and Primary Education Teacher from the University of Valencia* (file number 1738/2009 and 1746/2009, modified on 19/04/2012):

The organisation of the training itineraries of this proposed syllabus arranges its subjects in the last two academic years: five subjects of 6 ECTS credits, three in the third year and two in the fourth, or four subjects of 4.5 ECTS credits, or two of 9 ECTS credits in the third year and two of 6 ECTS credits in the fourth. As previously stated, the mention on the qualification of the corresponding specialisation will include, as well as the corresponding itinerary, the 6 ECTS credits from the Practicum which correspond to the specialist training.

¹³ For the purposes of complying with *Law 26/2015, of 28 July, on modification of the child and adolescence protection system.*

- Be tutored by a teacher of the Faculty of Teacher Training of the University of Valencia and by a professional primary education teacher who provides services at the school where the placement is done.
- Not share a placement with any another student in the same classroom.
- Feel like another teacher in the school where the placement is done:
 - In any placement period, know as much as possible about the chosen school and its environment.
 - Accompany their school mentor in as many functions as possible: be a breaktime monitor, deal with the families, etc.
 - Attend the maximum number of meetings, because knowing about this aspect of a school can be very enriching for their learning.
 - Be able to enter any space in the school like any other teacher.
 - Enjoy one day in the canteen, a complementary activity, a school trip.
- Be assessed and marked in accordance with the criteria established in the teaching guide for the subject.
- Be able to fulfil their academic, training and representation and participation activity, by communicating it sufficiently in advance to the parties involved.
- Receive information on the health and safety at work legislation from the collaborating entity.
- If requested, receive a document from the institution that expressly accredits the activity done, the duration and location of the placement.
- Have the industrial and intellectual property rights under the terms and conditions established in the legislation that regulates this matter.
- Have, in the case of students with disability, the necessary resources to access the tutelage, information, assessment and own performance of the placements in equal conditions.
- In the case of students with disability, reconcile the realisation of the placements with the personal situations and activities that arise from or are connected to their disability.
- All other rights established in the valid legislation or in the corresponding agreements signed by the University of Valencia with the collaborating entity.

Obligations

- Know and comply with the current legislation relating to external placements established by the Faculty of Teacher Training and by the University of Valencia¹⁴.
- Incorporate into the school on the agreed date, complete the period and timetables envisaged in the official calendars.
- Know and implement the placement training project following the indications of the mentor assigned by the school and under the supervision of the academic tutor.
- Respect the functioning, security and prevention of occupational hazards legislation of the school.
- Keep in contact with the academic tutor of the University during the development of the placement and inform them of any incident that may arise during it.
- Attend all meetings with the academic tutor.
- Draw up a final report of the placements and, if appropriate, the requested documents.
- Fill out the satisfaction survey for the placement done.
- Keep confidential any internal information and maintain professional secrecy about your activities during the placements and once they have ended.

Tutor

Requirements

- Be a teacher at the University of Valencia of an area of knowledge that teaches in the qualification to which the placement is connected and teaches at the Faculty of Teacher Training¹⁵.

¹⁴ The regulatory documents can be found on the Faculty of Teacher Training website. (<http://www.uv.es/uvweb/magisterio/ca/estudis-grau/graus/practicum-tfg-magisteri/terminis-1285870871083.html>).

- Not be the person who exercises the teaching functions in the placement collaborating entity.
- Comply with the additional requirements that, if appropriate, the CAT approves, having heard the Centre School Placements Committee.

Rights

- Be informed about the legislation that regulates the external placements, as well as the training project and of the conditions under which the student's stay will be implemented under their tutelage.
- Receive information about the students and the schools where the placement will take place.
- Have access to the school where they have a placement student to fulfil the purposes of their function.
- Be compensated, as per the legislation on service commission compensation, for the expenses incurred during their visits to the schools¹⁶.
- Receive from the University of Valencia the necessary information and support to tutor the students with disability.

Obligations

- Follow the indications of those responsible for the Placements, those established herein and in the Teaching Guides.
- Comply with the requirements demanded in *Criteria for the organisation of the teaching of Practicum modules for the Degrees in Preschool Education and in Primary School Education*¹⁷, and each school year, request to be part of the Practicum from the corresponding department.
- Supervise the normal development of the placement training project, guaranteeing compatibility of the timetable for their realisation with the academic, training, representation and participation obligations, for themselves as well as for the student.
- Facilitate to the student all the reference documents for the placements at the beginning of the placement period (such as these Regulations, the placement schedule, the subject guidelines, the assessment rubrics, etc.), uploading them all to the corresponding virtual classroom.
- Carry out effective monitoring of the placements:
 - Convene the students and, as a minimum, hold the meetings set out in the schedule.
 - Stay in contact with the Centre telephoning it before the students' placements begin and whenever necessary.
 - Coordinate with the school mentor, by telephone or e-mail.
 - Visit each school that has a student doing *School Placement II and III*, at least once.
- Give the Placements Unit the school visits notification.
- Carry out the assessment process for the tutored student's placement and issue the corresponding mark in accordance with that established by these regulations and the corresponding Teaching Guides.
- Keep confidential any information that is known as a result of the tutoring activity.
- Inform the placements coordinator, of the school as well as of the faculty, of the incidents that may arise.
- Supervise and, if required, request the suitable availability of the necessary support resources to ensure that students with disability do the placements in conditions of equal opportunities, non-discrimination and universal accessibility.

Mentor

¹⁵ The CAT has established some *Criteria for the organisation of the teaching of Practicum modules for the Degrees in Preschool Education and in Primary School Education* which can be found in Annex 2.

¹⁶ Annex 3 contains the document *Information on visiting Placement Schools* and the notification document.

¹⁷ Annex 2.

Requirements

- Be connected to the collaborating school, have professional experience and the necessary knowledge for effective tutelage.
- Not be the person who exercises the functions of academic tutor of the University.
- Comply with the additional requirements that, if appropriate, the CAT approves having heard the Centre School Placements Committee.

Rights

- Receive information on the legislation that regulates the external placements as well as the training project and the terms and conditions of its development.
- Obtain the necessary information and support from the academic tutor for fulfilment of the purposes of their function.
- Following a request, obtain recognition from the University of Valencia for their collaborative activity, under the terms provided in the placement agreement.
- Receive from the University the information and necessary support to tutor students with disability.
- Following a prior request, obtain the University of Valencia card.

Obligations

- Guide the student in the daily work.
- Supervise their activities, guide and control the development of the placement from mutual respect and commitment to learning.
- Coordinate the development of the activities established in the training project with the academic tutor and establish, if appropriate, the modifications that may be necessary for the suitable development of the placement.
- Inform the student of the organisation and functioning of the classroom.
- Provide complementary training that the student needs for the realisation of the placement.
- Provide the student with the essential material resources for the development of the placement.
- Provide help and assistance to the student for the resolution of professional queries that may be needed in the fulfilment of the activities done during the placement.
- Facilitate and stimulate the contribution of proposals of innovation, improvement and entrepreneurship made by the student.
- In coordination with the academic tutor, deal with the possible incidents that may arise during the development of the placement.
- Facilitate access to the entity of the academic tutor of the University of Valencia for the fulfilment of the purposes of their work.
- Issue and send to the academic tutor the final report on the placement in accordance with the rubrics corresponding to each placement period.

School

Requirements

- Have signed a Placements Agreement which is the document that establishes, if appropriate, the generic terms and conditions for the realisation of the external academic placements for students of the University of Valencia.

Rights

- Be informed about the procedures that must be followed to welcome a school placement student.
- Receive information on the students and Faculty tutors involved in each period.
- Terminate the placement for a justified reason, informing the Faculty and the student in writing.
- Receive from the student a negative sex offences certificate issued by the *Central Sex Offenders Registry*¹⁸.
- Receive recognition from the University of Valencia as a collaborative entity of external placements.

Obligations

- Welcome the student and organise the activity they will exercise in accordance with that established in the training project.
- Designate a professional connected to the company or institution as a mentor; this person will be the liaison with the student and the academic tutor.
- Inform the student of the organisation and functioning of the school and of the regulations of interest, particularly that relating to health and safety at work.
- Not cover any job vacancy with the student.
- Respect the schedule, duration and timetable established by the Faculty for each academic year.
- Ensure the activities carried out by the student are in line with that which corresponds to a placement student and, therefore, avoid:
 - having more than one placement student in the same classroom.
 - the *School Placement I* and *II* students being left alone in the classroom (apart from specific needs) for a long period of time and, above all, without their consent.
 - when for organisational needs of the school they have to be in charge of a class group for a variable length of time, not giving them clear guidelines and supervision by any other teacher.
 - them being breaktime monitors if it does not correspond to their tutor.
 - them acting as a lunchtime canteen monitor, in other words, them having to stay in the canteen every day and doing work that corresponds to people employed for that purpose and that do not form part of the normal work of a teacher.
- Provide the complementary training the student needs to do the placement.
- Guarantee the use of installations and necessary resources to carry out the placements.
- Guarantee the health and safety of students including them in the prevention of occupational hazards prevention plans of the company or institution.
- Communicate to the Faculty and the corresponding academic tutor all the incidents that occur during the development of the placement.

¹⁸ To comply with Law 16/2015, of 28 July, on modification of the child and adolescent protection system.

Assessment

The assessment of the placement subjects is the responsibility of the Faculty tutor. The instruments for assessing the acquisition of the skills will be:

- The school mentor's assessment, in accordance with the corresponding rubrics published on the Faculty website.
- The placement report that the student delivers, within the established deadline, to the Faculty tutor and the characteristics of which are in the respective documents.
- All the monitoring meetings, whether individually or in small or large groups.
- Any other proposal that the Primary Teacher Training tutor proposes.

However, it is recommended not to focus the weight of assessment on one single instrument of a written nature, such as the report, placement diary, portfolio, forum, etc. In *School Placement I*, this 4th block will correspond to the verification of the access and use of the information sources and documentation.

The final mark will come from the relative weight when contemplating the criteria that are indicated in the teaching Guide as well as in the assessment rubrics. The criteria below, however, are an essential requirement to pass any of the Practicum subjects:

- Attendance of meetings or seminars on the placements.
- Attendance and punctuality on placement in accordance with the official schedule.
- Professional attitude and behaviour on placement.
- Delivery of requested documentation within the deadline and in the appropriate form: presentation, suitability and structure.
- Ability of description and oral and written expression.

Non-compliance of any of these requirements will mean a fail in the final mark. So, for example, attendance is obligatory for all placement students and, therefore, it is mandatory to justify any failures to attend or absences during school hours. The School Placements Committee, as commented in section "*School placement periods and timetables*", will study the cases that require special treatment and that request it.

Plagiarising a placement report results in a mark of zero and the possible opening of an academic disciplinary file. Plagiarism is deemed to be copying the documents of others passing them off as one's own; in other words, the use of any other person's paragraph, not mentioning its source as a reference.

If the fail mark is related to the stay in the placement centre, the mark in the second session will be NP (not presented).

The final mark may be appealed by the student following the procedure provided in the corresponding regulations of the University.

A procedure¹⁹ has been established for giving Distinctions for placement subjects, as only one can be awarded for every 20 students per group and none of the tutors have this number of students in any of the subjects.

¹⁹ Annex 4.

School Placements Committee

The School Placements Committee, together with the Final Degree Project Committee, will form part of the Practicum Committee.

There will be a single Practicum Committee for the two Degrees and will be chosen by the Board of the centre at the proposal of the CAT. The Committee members may be renewed after each appointment of the Dean, except for the students who may be renewed each academic year.

The Practicum Committee will be formed by:

- a) The Dean, or whomever they delegate.
- b) External placements coordinator of the centre.
- c) Chair of the CAT.
- d) Qualification coordinators.
- e) A representation of teachers, members of the CAT.
- f) A representation of teachers, designated by the CAT.
- g) A representation of the students.
- h) The administrator, or whomever they delegate.

Annexes

1. Exceptions to the *school placement* periods

Exemption from attending the *school placement* centres

An exemption during a placement period is deemed to be the dispensation of a few days from attending the school, but not from the realisation and presentation of the associated work that the responsible tutor deems appropriate.

To request an exemption during any placement period, the student must be previously enrolled. The exemption request must be done within the period marked on the schedule through the application prepared for this purpose²⁰.

Exemption can only be requested in the following cases:

- In the case of *School Placement I*, partial dispensation can be requested by:
 - Students of any Primary Teacher Training qualification or similar university qualification who accredit, through a certificate from the Education Inspectorate and their employment record, that they have worked as a teacher of the speciality corresponding to the qualification in which they are enrolled. 20% per complete academic year worked will be dispensed with, up to a maximum of 60%.
 - Preschool Education students who justify they are Senior Technicians in Preschool Education and who accredit, through a certificate from the Education Inspectorate and their employment record, that they have worked as a Preschool Education teacher. 20% per complete academic year worked will be dispensed with, up to a maximum of 60%.
 - Preschool Education students who justify they are Senior Technicians in Preschool Education and who accredit, through an employment contract and their employment record, that they have been working as Senior Technicians in a preschool centre. 15% per complete academic year worked will be dispensed with, up to a maximum of 50%.
 - Preschool Education students who justify they are Senior Technicians in Preschool Education and who accredit, through an employment contract and their employment record, that they have been working as Educators in a preschool centre. 10% per complete academic year worked will be dispensed with, up to a maximum of 40%.
- In the case of *School Placement II*, partial dispensation can be requested by:
 - Students of any Primary Teacher Training qualification or similar university qualification who accredit, through a certificate from the Education Inspectorate and their employment record, that they have worked as a teacher of the speciality corresponding to the qualification in which they are enrolled. 15% per complete academic year worked will be dispensed with, up to a maximum of 50%.
 - Preschool Education students who justify they are Senior Technicians in Preschool Education and who accredit, through a certificate from the Education Inspectorate and their employment record, that they have worked as a Preschool Education teacher. 15% per complete academic year worked will be dispensed with, up to a maximum of 50%.
 - Preschool Education students who justify they are Senior Technicians in Preschool Education and who accredit, through an employment contract and their employment record, that they have been working as

²⁰ This can be found on: <http://www.uv.es/uvweb/magisterio/ca/estudis-grau/graus/practicum-tfg-magisteri/terminis-1285870873.html>

Senior Technicians in a preschool centre. 10% per complete academic year worked will be dispensed with, up to a maximum of 40%.

Preschool Education students who justify they are Senior Technicians in Preschool Education and who accredit, through an employment contract and their employment record, that they have been working as Educators in a Preschool centre. 5% per complete academic year worked will be dispensed with, up to a maximum of 30%.

- In the case of *School Placement III*, partial dispensation can be requested by:

Students who, being Graduates of Primary Teacher Training, study a new Degree qualification, if they accredit, through a certificate from the Education Inspectorate and their employment record, that they have worked at least during one academic year as a teacher of the speciality corresponding to the qualification in which they are enrolled. 10% per complete academic year worked will be dispensed with, up to a maximum of 40%.

Preschool Education students who justify they are Senior Technicians in Preschool Education and who accredit, through a certificate from the Education Inspectorate and their employment record, that they have worked as a Preschool Education teacher. 10% per complete academic year worked will be dispensed with, up to a maximum of 40%.

Preschool Education students who justify they are Senior Technicians in Preschool Education and who accredit, through an employment contract and their employment record, that they have been working as Senior Technicians in a preschool centre. 5% per complete academic year worked will be dispensed with, up to a maximum of 30%.

Preschool Education students who justify they are Senior Technicians in Preschool Education and who accredit, through an employment contract and their employment record, that they have been working as Educators in a Preschool centre. 5% per complete academic year worked will be dispensed with, up to a maximum of 20%.

Preschool Education students of the Physical Education, Foreign Language or Musical Education speciality, if they are respectively qualified in Physical Activity and Sports Science, Language and Literature Studies or who have a higher qualification in music and accredit, through a certificate from the Education Inspectorate and their employment record, that they have worked as full-time teachers, in any of the ESO [obligatory secondary education] levels. A reduction of 50% in the specific part can be granted, 10% per complete academic year.

Recognition of credits for the Practicum

Students who have any of the primary teacher training qualifications who study a new qualification (Degree in Preschool Education or Primary Education) will have the *Practicum* diploma subject credits transferred for the credits of the *School Placement I* and *School Placement II* subjects.

Students qualified in one of the two primary teacher training qualifications (Degree in Preschool Education or Primary Education) who study another qualification will have the credits of the *School Placement I* and *School Placement II* subjects transferred.

Students of the Degree in Preschool Education who are Senior Technicians of Preschool Education may request the transfer of credits for the *School Placement II* subject.

Those students who, having studied another qualification, can accredit some curriculum school placements in a preschool centre or primary school will also have the credits transferred for the *School Placement I* subject.

Modification of the *school placement* period

The CAT has also agreed that it is possible to lengthen (both before and after finishing the corresponding weeks) the dates of each of the *school placement* periods, as long as the reason is accredited and justified, but for no more than 20% of the period.

- Situations conveniently justified that never entail an advance/delay of the stay greater than 20%.
- Other situations of difficult justification that never entail an advance/delay of the stay greater than 20% and that will be studied by the School Placements Committee.

These modifications must be approved, within the deadline set out by the schedule, by the School Placements Committee in response to the application, which is found on the Primary Teacher Training website for the realisation of the placements in a non-ordinary period, and which must be given to the Placements unit.

Once the application is accepted, when the student knows who their tutors will be, from the faculty and the school, they will sign an agreement which will state the dates during which the placement will be done, and which will be signed by the student and the corresponding tutors²¹. The student who is in this situation, however, must attend all the corresponding hours.

Term change for *School Placements II* and *III*

In the case of any student who is enrolled on *School Placement II* and the 4th year subjects, they may request to do the placement in the second term.

If a student has passed all the Degree subjects, with the exception of *School Placement II* and the *Final Degree Project*, they may request to do them in the first term, in accordance with the following requirements:

- They must comply with the linguistic requirements to finish the Degree and undertake to bring forward the first session of the Final Degree Project to March.
- They must request the change of term during the first fortnight of July addressed to the Placement Unit.
- As it is intended to focus the schools where this early period of the *School Placement III* is done, the available centres, as well as the Primary Teacher Training tutors, will be informed by the School Placements Committee. If there are schools to choose from, they will be allocated as per the average file mark for the students in question.
- The act will be signed by the Secretary of the Faculty of Teacher Training.

In both cases, the corresponding application document must be sent to the Placements Unit within the established deadlines.

2. Criteria for organisation of the teaching of Practicum modules for the Degrees in Preschool Education and in Primary School Education (modified in the CAT session held on 31 May 2021)

The characteristics of the *Practicum* subjects, described in the ministerial directives and specified in the syllabus of the University of Valencia, advise that this subject be considered in a different way to the rest of the subjects of the Degrees in Preschool Education and in Primary School Education. The Board of the Centre approved in the session held on 29 June 2009 that the *Practicum* be the responsibility of the Board of the Centre at the proposal of the CAT, and this agreement is implemented in the following way:

- 1) the ECTS credits that the Student Quality Observatory (SQO) establishes annually for this subject are distributed by the Board of the Centre, at the proposal of the CAT, between the teachers accredited as tutors, independently of the area of knowledge to which they belong.
- 2) the teaching directives of the subjects (guides, datasheets, syllabus, etc.) are established by the centre, through the Academic Qualifications Committee (CAT), and not individually by the areas of knowledge.

Notwithstanding the above, the nature of the mentions and specialities (see *Royal Decree 1594/2011, of 4 November*) have an evident correspondence with the areas of knowledge that becomes apparent in the table

²¹ This can be found on: <http://www.uv.es/uvweb/magisterio/ca/estudis-grau/graus/practicum-tfg-magisteri/terminis-1285870873.html>

included at the end of this document, which sets out the areas of knowledge related with the specialities that correspond to *School Placement III* and the *Final Degree Project*.

Orders ECI/3854/2007 and ECI/3857/2007, of 27 December, which establish the requirements that the Ministry demands for official university qualifications that enable the exercise of Preschool Education and Primary Education teaching professions, include in their section 5 the need for accreditation of the university teachers and primary education teachers who tutor the professional placements in the preschool and primary education schools recognised as placement training centres through agreements between the corresponding Department and the University.

The recognition of the schools as placement training centres and the accreditation of their teachers as tutors for the students of primary teacher training degrees is established by the corresponding Department, and the Faculty of Teacher Training, responsible for the academic side of these professional degrees, has to establish the terms and conditions for recognition and accreditation of those university teachers who assume responsibilities corresponding to the tutelage of students of the *Practicum* subjects of the Degrees in Preschool Education and Primary School Education.

Accredited teachers are deemed all those who have been previously involved in the *Practicum* subject of the Diplomas or in the *Practicum* degree subject and who regularly teach other subjects of qualifications connected to the Faculty of Teacher Training.

When a teacher wishes to teach this subject for the first time, this must be requested of the School Placements Committee. All those teachers without previous experience in these tasks and who wish to be accredited for this purpose, must:

I. Justify at least one of the following situations:

a. Professional experience that endorses them to assume these responsibilities. So, for example, the School Placements Committee will assess the previous professional experience (a) in the different primary or secondary teaching corps, or in other primary or secondary teacher training centres; (b) in the School Psychopedagogic Services or Department of Guidance; and/or (c) as a Speech Therapist specialising in the school environment; and will decide on the application for accreditation.

b. Having taken part in the tutoring of School Placements and Final Degree Projects in studies related to the education sector.

c. Have done research applied to the education sector, which can be demonstrated through academic publications and/or participation in research contracts or projects.

*II. Be advised by an accredited teacher-tutor who has teaching experience in the **Practicum**.*

The list of new accredited tutors must be approved by the CAT.

The procedure for the selection of the teacher-tutors of the *Practicum* subjects will be done by the departments, in accordance with the valid organisational criteria:

1. Each academic year, the School Placements Committee will open a period for accreditation of new teachers bearing in mind the aforementioned criteria.
2. Each academic year, the School Placements Committee will send to each of the departments involved the forecast for necessary tutors for the following academic year, distributed in accordance with the qualifications and the specialities of Degrees in Preschool Education and Primary School Education, bearing in mind the credits that the SQO has provided. Likewise, it will send the list of accredited teachers from their department which will include the new list of accredited teachers during the period described in point 1.
3. The departments, bearing in mind the documents mentioned above, will propose to the School Placements Committee a prioritised list of teachers who will teach the assigned credits as per the provision of the SQO. The list provided by each department, however, must bear in mind and respect the overall

dedication of the teachers from the department considering the current legislation of percentage dedication to practicum, final degree project and final master's degree project credits.

4. The prioritised list must indicate the dedication in credits of each tutor (9 or 6 ECTS), and the speciality of *School Placements III* and *Final Degree Project* in which they request to be a tutor bearing the attached table in mind. For the allocation of the specialities, the act of teaching in the qualification and the subjects of the requested speciality will be assessed.

5. The School Placements Committee, bearing in mind the lists proposed by the departments, will apply the organisation criteria for the placements to determine the credits that each year belong to the departments, in accordance with the prioritised list of teacher-tutors. Throughout the organisation process and development of the placements, the School Placements Committee and the placements coordinator of the centre will ensure the compliance of the common criteria established for the organisation of the placements. In the event of serious non-compliance of these criteria, the placements coordinator may request of the CAT that it not assign tutor responsibilities to non-compliant teachers in subsequent years.

6. These teaching allocations will be communicated to the departments so they assign the teaching to the corresponding teachers and so they may adjust their workforces to the teaching needs that the SQO demands.

This whole process will be subsequently approved by the CAT of the Faculty of Teacher Training. The annual approval of the SQO proposal in the Board of the Centre will always be after the communication to the departments by the CAT of the corresponding teachers and credits proposed for tutoring the *Practicum*.

The organisational criteria for the development of the teaching assignment of the placements will bear in mind that:

- The accredited teachers who are appointed as tutors in the SQO will be so in the three *School Placement I, II* and *III* subjects. The reason for this way of working is the convenience that all the tutors know all the peculiarities of the *Practicum* subject and in the balancing of the different dedications that the nature of each subject requires.
- To the dedication credits of the three *Practicum* subjects by these accredited teachers and determined in the OCA annually, it is necessary to add 0.48 credits more for each tutored Final Degree Project (TFG); the proposal for the addition of these credits will also be the responsibility of the School Placements Committee firstly and of the CAT as a last resort, having heard the Final Degree Project Committee.
- The departments with competencies in the teaching implementation of the *Practicum* will maintain a stable and reasonable dedication of accredited teachers guaranteeing the attention to teaching responsibilities for this subject and aiming to avoid significant fluctuations in the teaching assignments of the departments.

In summary, each *Practicum* tutor must be assigned four subjects:

- *School Placements I*, with 0.2 credits for each tutored student.
- *School Placements II*, with 0.3 credits for each tutored student.
- *School Placements III*, with 0.3 credits for each tutored student.
- *Final Degree Project*, with 0.48 credits for each tutored student.

The number of students for each of the subjects varies each academic year and, therefore, each tutor will not have the same number of students in all of them, although the sum total of the four subjects aims to reach the envisaged hours with the following approximate distribution:

Hours per tutor	Subject	Approx. number of students	Hours
90	School Placements I	8	16
	School Placements II	4	12
	School Placements III	8	24
	Final Degree Project	8	38.4
			90.4
	School Placements I	6	12

60	School Placements II	3	9
	School Placements III	5	15
	Final Degree Project	5	24
			60

In exceptional situations and following the approval of the School Placements Committee, the departments may request a dedication of 30 or 120 hours for their teachers in point 3 of the aforementioned procedure. This request must be accompanied by a duly accredited justification and may be requested under the following circumstances.

- *To prevent the division of core or obligatory subjects due to a need for adjustment of the TOP.*
- *Unexpected causes (significant changes to the teaching assignment, for example, due to disability or other significant reductions; maternity/paternity leave; sick leave; granting of long-term research stays, sabbaticals or retirement, etc.)*

The distribution of students in these exceptional cases would be done in the following way:

Hours per tutor	Subject	Approx. number of students	Hours
120	School Placements I	12	24
	School Placements II	6	18
	School Placements III	10	30
	Final Degree Project	10	48
			120
30	School Placements I	4	8
	School Placements II	2	6
	School Placements III	2	6
	Final Degree Project	2	9.6
			29.6

For the selection of tutors to teach the *Practicum*, the departments, the School Placements Committee and the CAT will follow the following priority criteria:

1. Teachers with a permanent connection to the University with full-time dedication of the teaching to the Degrees in Preschool Education and Primary School Education and to qualifications related to the Faculty of Teacher Training.
2. Teachers with a permanent connection to the University, teaching the Degrees in Preschool Education and Primary School Education.
3. Assistant professors teaching the Degrees in Preschool Education and Primary School Education.
4. Associate professors of 6+6 hours.

Accredited tutors will lose their accreditation in the following cases:

- Before an evident malpractice of a teacher accredited for the placements, the CAT will study the case and, having heard the person involved, issue a report for the Board of the Centre which may include application for loss of the accreditation as a placement tutor.
- Teachers accredited as tutors who do not have a teaching connection with the Degrees in Preschool Education and Primary School Education in the rest of the subjects will not be considered by the CAT for the selection of placement tutors.

List of areas responsible for the allocation of tutors for

School Placements III and Final Degree Project

Specialities	Area of knowledge
Preschool education	<ul style="list-style-type: none"> • Teaching of body expression • Teaching of musical expression • Teaching of artistic expression • Teaching of language and literature • Teaching of mathematics • Teaching of experimental science • Teaching of social science • Teaching and school organisation • Comparative education and history of education • Educational and developmental psychology • Sociology
Foreign language: English	<ul style="list-style-type: none"> • Teaching of language and literature (English)
Music	<ul style="list-style-type: none"> • Teaching of musical expression • Music
Physical education	<ul style="list-style-type: none"> • Teaching of body expression
Special needs education	<ul style="list-style-type: none"> • Teaching of body expression • Teaching of musical expression • Teaching of artistic expression • Teaching of language and literature • Teaching and school organisation • Educational and developmental psychology
Audition and language	<ul style="list-style-type: none"> • Teaching of musical expression • Teaching of language and literature • Teaching and school organisation • Educational and developmental psychology
Primary education: Arts and humanities	<ul style="list-style-type: none"> • Teaching of artistic expression • Teaching of language and literature • Teaching of social science
Primary education: science and mathematics	<ul style="list-style-type: none"> • Teaching of mathematics • Teaching of experimental science
Primary education: Information and communication technologies (ICT)	<ul style="list-style-type: none"> • Teaching of artistic expression • Teaching of language and literature • Teaching of mathematics • Teaching of experimental science • Teaching of social science • Teaching and school organisation

3. Information on the visits to school placement centres

As the visit to the schools is one of the obligations of the tutor from the Faculty of Teacher Training, it will be necessary to inform the Placements Unit of the Faculty of the visit date and the school or schools they plan to visit. As it can also be used for the insurance in the event of an incident, it is necessary to inform the school or school of the visit in advance.

For this reason, the *School Visit Notification*²² must be filled out, which we attach below, so that everyone puts on record when we are going to visit the schools.

The second half of the same document will be used so the tutor who wishes to charge the travel expenses may request them, always in accordance with the legislation.

From 2014-2015, the placement tutors may receive travel expenses for visiting the schools where they have students and that are further than 3 kilometres away.

This information refers to the tutors of the *School Placements II* and *School Placements III* students from the Valencia faculty. The terms and conditions for making the payments for each course will be based on the **BUDGET EXECUTION REGULATIONS**, which is approved every December by the Social Council of the University of Valencia for the following year.

The compensation for visiting the schools of their placement students will only be given for transport, whether public (train or bus) or by a private vehicle. Only tutors who travel to a school located further than 30 kilometres from the Faculty of Teacher Training in Valencia can request it.

The travel expenses must be justified as follows:

- When the trip is done with regular routes (bus or train), with the ticket (economy class). In the event of a trip where it is booked on-line, the electronic ticket is sufficient.
- If a private vehicle is used, a declaration from the interested person must be attached which records the vehicle, registration plate and the number of kilometres travelled.

At the end of the academic year, the Secretariat will convene the people necessary to sign the Form 29 document on commission of a service which will record all the different trips so that the payment is done as a whole (if there is more than one).

²² It can be found on the Faculty of Teacher Training website and also on the Teacher Training-Practicum virtual community.

4. Distinctions

A protocol has been established to give Distinctions to the Placement subjects, as only one for every 20 students per group can be given and none of the tutors has this number of students in any of the subjects.

The secretariat will call the tutors who have requested a Distinction so they make the corresponding rectification on the record. However, the Distinction will not be made effective until the second session is closed.

Procedure

The application for Distinction will be communicated to the placements coordinator via e-mail, so they can be made effective.

It is very important to write in the matter line **“Sol-licitud MH PI/ Sol-licitud MH PII/ Sol-licitud MH PIII”** [Request Dist. PI/Request Dist. PII/Request Dist. PIII] for the purpose of saving, classifying and recovering the information correctly.

It is requested, therefore:

- Always communicate the request in writing, and not verbally.
- Not include the Distinction on the record in case this option is accidentally activated.

Pay attention to the specific conditions below for each of the subjects.

School Placements II and School Placements III

When a tutor considers that one of their students deserves a Distinction, they must send the *PII and PIII-Reason for Distinction proposal*²³ document to the tutors that form their group in meetings, with the reasons, and also attach the candidate student's *Placement Report*.

The students with Distinction must undertake to:

- Present their experience of the placement centre within the complementary week activities.
- Allow their tutor to publish their Placement Report on the Primary Teacher Training-*Practicum* Virtual Community.

Each group of teachers of large group meetings will decide among themselves which students deserve to have a distinction adding their arguments in favour or against to the document of reasons. The group moderator will send the proposal to the external placements coordinator if there is a qualified majority who present arguments in favour. If there is conflict, a meeting could be held among all the students and tutors of the groups so that the distinction candidates present their placement experience, which will help the group of teachers make their decision. If there are more than two candidates, they can all do presentations, but prioritising them. In this way, if any of the groups does not have a proposal, we can deal with a larger number of students.

School Placements I

The School Placements Committee has also decided that the tutor who believes that one of their students deserves a Distinction must send their proposal to the Placements Coordinator (remember that the matter must be **“Sol-licitud**

²³ It can be found on the Primary Teacher Training website and also on the Primary Teacher Training-*Practicum* virtual community.

MH PI" [Request Dist. School Placement I] and attach the document *PI-Reason for the Distinction proposal* and the Report on *School Placement I* written by the student. The Placement Committee will make the decision once it has seen the reason and the report.